

IMPLEMENTATION OF MULTIMEDIA TECHNOLOGY IN FOREIGN LANGUAGE TEACHING

ПРИМЕНЕНИЕ МУЛЬТИМЕДИЙНЫХ ТЕХНОЛОГИЙ В ПРОЦЕССЕ ОБУЧЕНИЯ ИНОСТРАННЫМ ЯЗЫКАМ

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Abstract

The dynamics of modern society development requires the use of information technology in many areas of human activity, including the field of education. Multimedia technologies in foreign language teaching provide creative, active acquisition of language; improve the quality and effectiveness of the learning process. This article reports the possibility of using the modern open educational resource TED (TEDx, ted ed) in foreign language lessons. The paper proposes a sequence of exercises in accordance with the structure of the lesson suggested in FSES (The Federal State Educational Standard in Russia). In the process of working on this paper, such methods of scientific and pedagogical research as studying literature, analysis, synthesis, and questionnaire were used. The main outcome of this article is that the implementation of multimedia technologies in foreign language teaching enhances student learning motivation, provides access to non-traditional sources of information, and also forms students' personal, subject and meta-subject competencies.

Keywords: Multimedia technology, foreign languages teaching, FSES, open educational resources, TED talks.

Abstrakt

Применение мультимедийных технологий в образовании обеспечивают творческое, активное овладение предметом, повышает качество и результативность усвоения изучаемого материала. Актуальность данного исследования обеспечивается тем, что применение мультимедийных технологий в образовании позволяет учителю развивать у учащихся одновременно всех четырех видов речевой деятельности, а также максимально учитывать уровни и стили обучения учащихся и тем самым повысить эффективность изучения иностранного языка. В данной статье рассматриваются возможности применения на уроках иностранного языка современного открытого образовательного ресурса TED. В статье предлагается примерная последовательность упражнений в соответствии со структурой урока по ФГОС ОО. В процессе работы были использованы такие методы научно-педагогического исследования, как изучение литературы и результатов деятельности, анализ, синтез и анкетирование. Результатом данной работы является то, что использование мультимедийных технологий в преподавании иностранного языка повышает у учащихся мотивацию, обеспечивает доступ к нетрадиционным источникам информации, а также формирует личностные, предметные и метапредметные компетенции обучающихся.

Klíčová slova: мультимедийные технологии, ФГОС ОО, преподавание иностранных языков, открытые образовательные ресурсы, Ted talks.

Nowadays, language proficiency has become particularly relevant due to the intensive development of intercultural relations. Language skills are considered to be an important factor

of the socio-economic transformation of many countries. It is their main tool for success. However, we should bear in mind that teaching a foreign language, as an academic subject, has its own peculiarities. I.A. Zimnaya states that the main features teachers should take into account in foreign language teaching are the boundless learning opportunities and continuity of education and heterogeneity of knowledge. It is worth mentioning that learning a foreign language does not provide students with direct knowledge of reality, it only stands as a mean of acquiring knowledge. Moreover, learning a foreign language activates all types of students' foundational skills such as: listening, reading, writing and speaking [1].

Implementation of multimedia technology in foreign language teaching is the most promising field in foreign language methodology and creates an active way to language acquisition. It also improves the quality and effectiveness of the learning process. The Internet provides a large number of relevant authentic content that allows students to create a language immersion environment, as well as, observe cultural realities and improve their foreign language comprehension. This in return contributes to the development of students' speaking skills and professionally significant competencies. In addition, implementation of multimedia technologies, in the process of a foreign language teaching, enables to create conditions as close as possible to the real ones notwithstanding the absence of a real target language environment in the classroom.

Implementation of multimedia technology has become a significant component of foreign language teaching methodology.

Innovative technologies in foreign languages teaching were examined by such scholars as "Teaching and Learning with Multimedia". : Janet Collins, Michael Hammond, J. J. Wellington [1997]. "Studying a foreign language using a computer": T.V. Karamysheva [2001]. "Teaching English Languages through technology": Tony Erben, [2009]. "On the effectiveness of information technology training": E.N. Nasibullin [2012].

The authors mention the necessity of applying the technology of communicative learning (that is, learning through communication in a foreign language and assimilation of a foreign language culture). They also note the importance of simulating "immersion" in the language environment. We believe that applying multimedia technologies in teaching fulfills this criteria.

The relevance of this study is ensured by the fact that the implementation of multimedia technologies in education allows the teacher to develop all four types of students' foundational skills at a time, as well as maximally take into account the levels and styles of student learning and thereby increase the efficiency of a foreign language learning process.

In this paper, we consider the possibility of applying the modern open educational resource TED (TEDx, ted ed) in foreign language lessons. TED (technology, entertainment, design) is a nonprofit that posts talks online for free distribution under the slogan "ideas worth spreading" [2].

We have developed exercises for students based on one of the TED presentations in accordance with the structure of the FSES exercise. The Federal State Educational Standard is the standard for general education. Its main feature is applying the activity approach in the learning process. The activity approach is aimed at the personal development of the student. Moreover, it enables to identify the main learning outcomes. While conducting lessons based on FSES students instead of passively fulfilling teachers instructions, become active participants of their own lessons. Personal development is also provided through the formation of universal educational activities that are the basis of the educational process in Russia. The

students subsequently acquire universal educational actions such as, self-successful mastering of new knowledge, skills, and competencies, and includes the ability to learn.

As a platform for developing our own exercises, we have chosen the platform for creating and testing learning courses of Kazan Federal University. This lesson was conducted during an internship in grades 9-11 in the Secondary Boarding School "Lyceum named after N. Lobachevsky" of Kazan (Volga region) Federal University. Lyceum's main goal - to find, recruit and train students with outstanding talents in engineering and natural sciences

Lyceum's mission: to teach young people to think and not just give them a fixed amount of knowledge. As for the Lyceum's achievements, in 2016 the Lyceum entered the top 200 best schools of Russia. During the teaching practices, the students were asked to take a survey on the topic "the role of multimedia in my school". The results of the survey demonstrate the students' awareness of such definitions as multimedia technologies and ted talks. Although the students have been born into a technologically rich world, they may not be skilful users of technology. In addition, just providing access to technology is not adequate. Meaningful development of technology-based knowledge is significant for all learners in order to maximize their learning.

The survey showed that students are more likely to engage in classroom when technology is used as an educational tool inside the class. Secondly, using technology helps to create a learning atmosphere centered around the learner rather than the teacher that in turn creates positive changes. In addition, by using media technology, language class becomes an active place full of meaningful tasks where the learners are responsible for their learning.

The application of technology has considerably changed English teaching methods. It provides so many alternatives as making teaching interesting and more productive in terms of advancement [3]. In traditional classrooms, teachers stand in front of learners and give lecture, explanation, and instruction through using blackboard or whiteboard. We are concerned, these method must be changed concerning the development of technology.

The steps of the modern lesson according to the FSES includes the following: 1. Organizational stage. 2. Setting the goals of the lesson. What are the motivations of students? 3. Knowledge update. 4. Primary knowledge assimilation. 5. Primary check for understanding. Comprehension check 6. Primary consolidation. 7. Creative application and acquisition of knowledge in a new situation. 8. Information about homework and instructing its implementation. 9. Reflection / summarizing of the lesson [4].

In the process of developing our own assignments for the lesson, we followed the main stages of the lesson on the FSES. At the first stage, the main task of the teacher is to set up (prepare) students for the lesson. Here the students are to consciously engage in learning activities, they are supposed to be willing to get involved in the work and believe in themselves. And teachers aim is to assist them. At this stage, speech or phonetic drills are often used.

The next stage is fundamental because it determines the course and success of the lesson. The teacher leads students to the independent formation of the goals and objectives of the lesson. Students learn to identify the topic of the lesson on their own. For this stage, we proposed questions leading up to the topic of the lesson:

2) Answer the questions. Work in Pairs.

We are going to watch a TED talk by Lýdia Machová, a language mentor. In this video, she discusses the reasons for learning new languages. Before we watch, answer the following questions. Work in pairs.

- 1) *Why do people learn new languages?*
- 2) *Why do you learn the English language?*
- 3) *How many languages, in your opinion, should people speak?*

At the next stage of the lesson, before watching the performance, the students were asked to correctly substitute the words in the sentence based on the context and the accuracy of which they can check by watching the video. In addition, for students with an advanced level of language, a task is proposed to correlate words or phrases with their definition.

3) Fill in the blanks with the correct word or words.

Polyglot, imitating sounds, frequent words, approaches, have no shortcuts, enjoy the learning process, meet native speakers, to achieve fluency.

And then I met _____ who always start by _____ of the language and others who always learn the 500 most _____ of the language. I heard a hundred different _____ to learning languages. We are no geniuses and we _____ no _____ to learning languages. This is how polyglots learn languages, and the best news is, it's available to anyone who is willing to _____ the learning _____. He learns a few phrases from a travel phrasebook and goes to _____ speakers and starts having conversations with them right away. If you want to _____ in a foreign language, you'll also need to apply three more principles.

3) Watch the video. Check your answers.

This step demands from students` independent performance of a trial task, identifying knowledge gaps.

Primary knowledge assimilation. «Knowledge is real knowledge only when it is acquired by the efforts of your intellect, not by memory». These words of Leo Tolstoy should become the meaning of the teacher's work. The students acquire the knowledge and skills through independent intellectual work, and the teacher, relying on various methods and means, only to facilitate learners' learning.

4) Rely on the context to guess the meaning of each word from ex 3 and match them with their definitions.

To imitate	A person who knows and is able to use several languages
Polyglot	To behave in a similar way to someone or something else, or to copy the speech or behaviour, etc. of someone or something
Frequent words	Words that are often used
To achieve fluency	preliminary steps toward accomplishment or full knowledge or experience of smth
To take in hand	an accelerated way of doing or achieving something.
To have a shortcut	To take control of someone or something, especially with the aim of correcting or improving its or their progress or development.

For the stage of primary knowledge check we offered tasks as true/false statements task.

5) True/False statements.

1. *If you want to learn a language fluently, you need also a bit of patience.*

2. *It's possible to learn a language within two months.*
3. *If you try to memorize a list of words for a test tomorrow, the words will be stored in your short-term memory and you'll forget them after a few days.*
4. *If you want to keep words long term, you need to revise them in the course of a few days repeatedly using the so-called space repetition.*

All of these tasks help the teacher understand whether the information was taken correctly or not.

The stage of primary consolidation implies the ability of students to respond to the topic based on their prior knowledge. At this stage, we offered to answer questions based on previous tasks and grammatical tasks.

7) Answer the questions. In your answers use the words (expressions) from ex 2.

1. *What is the main secret of learning a foreign language according the video?*
2. *Are there any shortcuts in learning a foreign language? Name the main approaches named in the video.*
3. *What do most polyglots do while learning a new language?*

8) Grammar task. Conditionals. Match the beginning and the ending of the sentences.

<i>If you don't like writing words down on paper,</i>	<i>find interesting content on YouTube or in podcasts for any language.</i>
<i>If you don't like listening to boring textbook material,</i>	<i>you can always type them in an app.</i>
<i>If you're a more introverted person and you can't imagine speaking to native speakers right away,</i>	<i>you'll also need to apply three more principles.</i>
<i>If you want to achieve fluency in a foreign language,</i>	<i>you need also a bit of patience.</i>

At the stage of creative application and acquisition of knowledge in a new situation, students read comments to the presentation left on the TED talks website and express their agreement or disagreement with the opinions presented in them, offering corresponding arguments and using stable speech formulas. Performing this activity develops students' critical thinking skills.

9) Read the comments to the video. Discuss them with your partner. Use as many phrases as possible.

<p>Enrique Fernández</p> <p>Your talk inspire me to keep learning another languages and master the one I'm currently picking up (French). I couldn't agree with you more when you say that we need to find our own learning method so as to the learning process be enjoyable. I find this video very interesting. Thanks for sharing your ideas on learning languages.</p>
<p>Alice Wong</p> <p>I am an English learner. I have tried a lot of methods. Although my English has improved gradually, the process is painful for me. Even sometimes I am bored with English. This video gave me an important inspiration. It is crucial for a language learner to find pleasure from his or her study. The last method is also impressing-</p>

patience. As speaker say, there is no shortcut in the world. The best way to success is to stick to an effective method with joy.

In summation, media technologies are a useful educational technology due to their interactivity, flexibility, and integration of various types of visual educational information, as well as the ability to take into account the individual characteristics of students and help increase their motivation. The use of media technologies in the educational process provides the following: contributes to the implementation of educational and developmental functions of training; reduces time, allows for quality of tasks and exercises, making them more visual and interesting; changes the educational methods from teacher-centered to learner-centered ones; develops skills of independent work [5].

One of the key tasks in education is to ensure the improvement of the quality of teaching. The quality of education in the school is the most important indicator of its success in the educational environment. One way to improve overall teaching quality is the introduction of multimedia technologies in the educational process.

Content

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